



Spiritual, Moral, Social and Cultural (SMSC) Education at Stafford Leys Primary School

SMSC Aspect	Evidence of SMSC Provision at Stafford Leys Primary School
<p><i>Spiritual</i></p> <p><i>Provision for the spiritual development of pupils includes developing their:</i></p> <ul style="list-style-type: none"> ★ <i>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</i> ★ <i>knowledge of, and respect for, different people's faiths, feelings and values</i> ★ <i>use of imagination and creativity in their learning</i> ★ <i>willingness to reflect on their experiences.</i> 	<ul style="list-style-type: none"> ● School ethos, behaviour policy and class rules - good to be green system, learning behaviour animals ● Whole school assemblies - weekly celebrations and explorations of faiths, cultures, festivals and diverse non-local experience in assemblies (these reflect our annual, whole-school weekly assembly theme programme and are followed up in classes at an appropriate level). We complete active worship/reflection in assemblies through 'thought of the day'. There is active and structured participation of pupils in a weekly, phase Achievement Assembly ● Curriculum Topics - year group topics carefully chosen which reflect knowledge of, and respect for, different people's faiths, feelings and values ● R.E. curriculum - We use the Leicestershire Agreed Syllabus for Religious Education as the basis for our teaching on faiths, customs and beliefs ● The school's Personal, Social and Health Education (PSHE) lessons deal with aspects of values, feelings and relationships, including Sex and Relationship Education for KS2 pupils ● Enrich programme-scheduled, annual programme of visits and visitors to enrich and broaden curriculum experience of other cultures and beliefs ● Marking and feedback policy - we encourage children to reflect on their work. ● Charity work/fundraisers - Braunstone Food Share charity, Children in Need, Comic relief, Sport relief ● Trips/Residential trips - visit different places of worship: Church, Mandir, Gudwara, Synagogue, Year 2 overnight stay in school, Year 4 Caythorpe, Year 6 Devon ● Christmas production, Christmas carols ● Stafford Leys Twitter page - @stafford_leys ● Displays which provoke thought - SMSC questions displayed in phase areas, phase area and classroom display, hall display. ● Themed days/weeks - E-safety week, Anti-bullying week, Poetry week, Science week, Geography week.
<p><i>Moral</i></p> <p><i>Provision for the moral development of pupils includes developing their:</i></p> <ul style="list-style-type: none"> ★ <i>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England</i> ★ <i>understanding of the consequences of their behaviour and actions</i> ★ <i>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</i> 	<ul style="list-style-type: none"> ● Participation in "British Values" whole-school assemblies with appropriate follow up in further assemblies, and in class ● Consistent application of School Behaviour Policy and exploration of its underlying principles in PSHE activities ● Structured intervention/ support programmes through our Nurture and ELSA team for children who have social, emotional or behavioural needs. This will involve parents and external agencies where necessary. ● Consistent positive role- modelling by staff of appropriate personal behaviour shaped by a staff Code of Conduct ● Consistently promoted key aspects of positive personal behaviour underpinned with sensitively applied rewards and sanctions ● Good to be green behaviour chart-positive approach to behaviour and consistent consequences ● Consistent and careful management by staff of friction and disagreement between children, with a focus on the moral context ● Class discussions of issues of right/ wrong and appropriate/inappropriate behaviour ● Whole school house point system with House captains. Points collected weekly, termly and annually ● Weekly celebration assemblies to promote good work/behaviour/attitudes ● Sport leaders, learning mentors, school councilors, playground buddy stop ● Bullying lessons through PSHE, Anti-bullying week, E safety charter in classrooms, E-safety week

<p>Social</p> <p><i>Provision for the social development of pupils includes developing their:</i></p> <ul style="list-style-type: none"> ★ <i>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</i> ★ <i>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</i> ★ <i>acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</i> 	<ul style="list-style-type: none"> • Systematic development of strong communication skills in pupils through high-quality teaching and learning • Focused 1-1 and small-group support and intervention for children with difficulties communication and/or social interaction • Promoting and modelling co- operative work and collaborative work (talk partners, role-play) • Defining and promoting positive relationships with each other, adults and the wider community • Planned and structured interactions with pupils across the school to practise and reinforce behaviour and social conduct and develop leadership and personal responsibility (e.g. through Paired Reading activities, the Play Leader programme, School Council and school House leadership • Enabling and supporting a programme of structured and rule-governed social interactions (e.g. Curriculum Special Days, Sports Coach -lead PE/Games/competitions, sports day, class parties, external music teachers, large-scale drama performances, residential trips and school discos) • Residential visits and overnight stay experiences- Year 2 overnight stay in school, Year 4 Caythorpe, Year 6 Devon • Active, deliberate and programmed activities promoting good manners (following the weekly whole-school assembly themes annual programme) • Carefully managed pupil groupings and support to develop social skills and positive behavior choices • Participation in “ British Values” whole-school assemblies, with appropriate follow up in further assembles, and in class • Participation in an annual programme of charity events (e.g. Sports Relief, Red Nose Day, School Council fundraising, PFA events etc.) • Opportunity for all pupils to participate in a high-quality, lunchtime and before-and-after school clubs and activities programme (sport, music, drama, dance, etc.) • Opportunities to take part in the school council, either as an elected representative or through class discussions and circle time • Participation in the pupil survey to voice opinions about our school • Planned class teaching sessions to develop shared class rules and charters e.g. e-safety charter • All children are a member of a school 'house' or team which helps to develop team skills across the school
<p>Cultural</p> <p><i>Provision for the cultural development of pupils includes developing their:</i></p> <ul style="list-style-type: none"> ★ <i>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</i> ★ <i>understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</i> ★ <i>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</i> ★ <i>knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</i> ★ <i>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</i> ★ <i>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards</i> 	<ul style="list-style-type: none"> • British Values • Appropriate involvement in whole-school assembly programme, including visits from local reverend and representatives of the major faiths • Programmed participation in curriculum activities exploring diversity, tolerance and respect, including visits to places of worship • Sensitive challenging of unacceptable attitudes from pupils • Participation in “ British Values” whole-school assemblies, with appropriate follow-up in further assembles, and in class discussions • Through all of the above, continue to develop positive attitudes to diversity in a liberal, tolerant, inclusive and caring school culture • Displays - reflecting our diversity • R.E. curriculum - We use the Leicestershire Agreed Syllabus for Religious Education as the basis for our teaching on faiths, customs and beliefs • The school’s Personal, Social and Health Education (PSHE) lessons deal with aspects of values, feelings and relationships, including Sex and Relationship Education for KS2 pupils • Whole school assemblies - weekly celebrations and explorations of faiths, cultures, festivals and diverse non-local experience in assemblies (these reflect our annual, whole-school weekly assembly theme programme and are followed up in classes at an appropriate level) • Liaison with other schools - BEP academy, French partnership school • Modern Foreign Languages: French day and European Day of languages, school languages display. • Curriculum Topics - year group topics carefully chosen which reflect a wide variety of cultures through different subjects. • In our curriculum and all subjects, engaging in texts from different cultures, remembrance, finding out about other countries traditions, dance, music, local history • After school clubs - Punjabi club, garden club, computing club, sports club. • Learning behaviour animals which represent a variety of cultures • Trips/Residential trips/themed days - Theatre visits, Derby, Devon, Caythorpe, places of worship, Twycross Zoo, Birdland, Heritage sites, Stratford Upon Avon, Victorian day, Egyptian day etc.

different religious, ethnic and socio-economic groups in the local, national and global communities.

- Production- EYFS Christmas Nativity, KS2 singing production, year 6 leavers assembly